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ABSTRACT

This book presents essays written by school reformers that discuss the reform movement and examine the partnership that inspired the creation of small, intimate school communities known as charters. They also reflect on the comprehensive changes that inform each charter and the personal and collective struggles to institutionalize these new communities. Essays and their authors are as follows: "Chartering Urban School Reform" (Michelle Fine); "The Development of Schools that Practice Reflection" (Richard W. Clark); "The Professional Development School as a Strategy for School Restructuring: The Millard Fillmore High School--Temple University Connection" (Morris J. Vogel and Essie Abrahams-Goldberg); "Charters and Restructuring" (Bernard J. McMullan); "Transforming Ourselves: Becoming an Inquiring Community" (Virginia Vanderslice and Shirley Farmer); "'Now Everybody Want to Dance' Making Change in an Urban Charter" (Jody Cohen); "Interpreting Social Defenses: Family Group in an Urban Setting" (Linda Powell); "When 'Discipline Problems' Recede: Democracy and Intimacy in Urban Charters" (Nancie Zane); "Co-Making Ethnography: Moving into Collaboration" (Pat Macpherson); "Learning in the Afternoon: When Teacher Inquiry Meets School Reform" (Susan L. Lytle, and others); "Language Inquiry and Critical Pedagogy: Co-Investigating Power in the Classroom" (Bob Fecho); and "Girl Talk: Creating Community through Social Exchange" (Diane R. Waff). Contains an index. (GLR)

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